# 2018 English Language Arts Textbook and Instructional Materials Committee Rating Sheet for the

2017 English Standards of Learning and Curriculum Framework Grade Two: Superkids

Virginia Department of Education, 2018

**Text /Instructional Material Title:\_\_\_\_\_\_\_\_\_\_Superkids Reading Program\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Publisher: \_\_\_\_\_\_\_\_Zaner-Bloser\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Committee Member : \_\_\_\_Consensus\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_August 23, 2018\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## Section I – English Language Arts Standard and Rating Chart

Directions: Please mark the following standard correlations as Adequate, Limited, or No Evidence

| **Section I. English Language Arts Standard** | **Rating** |
| --- | --- |
| **2.3** |  |
| **2.3a** | Adequate |
| **2.3b** | Adequate |
| **2.3c** | Adequate |
| **2.3d** | Adequate |
| **2.3e** | Adequate |
| **2.4** |  |
| **2.4a** | Adequate |
| **2.4b** | Adequate |
| **2.4c** | Adequate |
| **2.4d** | Adequate |
| **2.5** |  |
| **2.5a** | Adequate |
| **2.5b** | Adequate |
| **2.6** |  |
| **2.6a** | Adequate |
| **2.6b** | Adequate |
| **2.6c** | Adequate |
| **2.6d** | Adequate |
| **2.6e** | Adequate |
| **2.6f** | Adequate |
| **2.7** |  |
| **2.7a** | Adequate |
| **2.7b** | Adequate |
| **2.7c** | Adequate |
| **2.7d** | Adequate |
| **2.7e** | Adequate |
| **2.7f** | Limited |
| **2.7g** | Adequate |
| **2.7h** | Adequate |
| **2.7i** | Adequate |
| **2.8** |  |
| **2.8a** | Adequate |
| **2.8b** | Adequate |
| **2.8c** | Adequate |
| **2.8d** | Adequate |
| **2.8e** | Adequate |
| **2.8f** | Adequate |
| **2.8g** | Adequate |
| **2.8h** | Adequate |

## Section II. Additional Criteria: Instructional Planning and Support.

Please mark the following correlations as Adequate, Limited, or No Evidence.

| **Section II. Additional Criteria: Instructional Planning and Support** | **Rating** |
| --- | --- |
| **1.** Materials are presented in an organized, logical manner and are appropriate for the age, grade, and maturity of the students. | Adequate |
| **2.** Materials are organized appropriately within and among units of study. | Adequate |
| **3.** Format design includes titles, subheadings, and appropriate cross-referencing for ease of use. | Adequate |
| **4.** Writing style, length of sentences, and vocabulary are appropriate. | Adequate |
| **5.** Sufficient instructional strategies are provided to promote depth of understanding.\* Limited strategies for English Language Learners. | Limited |

## English Standard 2.3

### Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.

| 2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.  | Rating |
| --- | --- |
| 1. Count phonemes within one-syllable words.
 | Adequate |
| b) Blend sounds to make one-syllable words. | Adequate |
| c) Segment one-syllable words into phonemes. | Adequate |
| d) Add or delete phonemes to make words. | Adequate |
| e) Blend and segment multisyllabic words at the syllable level. | Adequate |

## English Standard 2.4

### Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.

| 2.4 The student will use phonetic strategies when reading and spelling | Rating |
| --- | --- |
| a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words. | Adequate |
| b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words. | Adequate |
| c) Decode regular multisyllabic words.  | Adequate |
| d) Apply decoding strategies to confirm or correct while reading.  | Adequate |

## English Standard 2.5

### Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.

| 2.5 The student will use semantic clues and syntax to expand vocabulary when reading. | Rating |
| --- | --- |
| a) Use information and context clues in the story to read words. | Adequate |
| b) Use knowledge of sentence structure to determine the meaning of unknown words. | Adequate |

## English Standard 2.6

### Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.

| 2.6 The student will expand vocabulary and use of word meanings. | Rating |
| --- | --- |
| a) Use knowledge of homophones.  | Adequate |
| b) Use knowledge of prefixes and suffixes. | Adequate |
| c) Use knowledge of antonyms and synonyms. | Adequate |
| d) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts. | Adequate |
| e) Use word-reference materials including dictionaries, glossaries and indices. | Adequate |
| f) Use vocabulary from other content areas. | Adequate |

## English Standard 2.7

### Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.

| 2.7 The student will read and demonstrate comprehension of fictional texts. | Rating |
| --- | --- |
| a) Make and confirm predictions. | Adequate |
| b) Connect previous experiences to new texts. | Adequate |
| c) Ask and answer questions using the text for support. | Adequate |
| d) Describe characters, setting, and plot events in fiction and poetry.  | Adequate |
| e) Identify the conflict and resolution. | Adequate |
| f) Identify the theme.  | Limited |
| g) Summarize stories and events with beginning, middle, and end in the correct sequence.  | Adequate |
| h) Draw conclusions based on the text. | Adequate |
| i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression. | Adequate |

## English Standard 2.8

### Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.

| **2.8** The student will read and demonstrate comprehension of nonfiction texts. | Rating |
| --- | --- |
| a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps. | Adequate |
| b) Make and confirm predictions.  | Adequate |
| c) Use prior and background knowledge as context for new learning. | Adequate |
| d) Set purpose for reading.  | Adequate |
| e) Ask and answer questions using the text as support.  | Adequate |
| f) Identify the main idea. | Adequate |
| g) Draw conclusions based on the text.  | Adequate |
| h) Read and reread familiar texts with fluency, accuracy, and meaningful expression. | Adequate |

## II. Additional Criteria: Instructional Planning and Support

(Reported but not used in correlation and adoption considerations.)

|  **Additional Criteria: Instructional Planning and Support** | **Rating** |
| --- | --- |
| 1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students. | Adequate |
| 2. The textbook is organized appropriately within and among units of study. | Adequate |
| 3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use. | Adequate |
| 4. The writing style, syntax, and vocabularyare appropriate. | Adequate |
| 5. Sufficient instructional strategies are provided to promote depth of understanding. | Limited |